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ABSTRACT

One critical means of reaching the goal to improve student learning is to restructure school time for professional development. This publication examines issues in promoting professional development for all staff during regular school time. The overview describes alternative strategies for effectively finding and using time to support professional-development needs and discusses the accompanying policy implications. Subsequent sections include profiles of a variety of local school district programs, a national professional development viewpoint, guest commentaries by both a student and a teacher involved in local programs, and lists of references and resources. A section on regional actions and agendas describes the responses from state education agencies and representatives of the North Central Regional Educational Laboratory (NCREL) to questions about where the time will come from and who will provide technical assistance and training. The actions of the following states are described--Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. (LMI)

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Report 4, 1994

Policy Briefs

A Publication of the North Central Regional Educational Laboratory

ED 376 618

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Policy Briefs are reports on the status of current issues in education from a national perspective, descriptions of actions and agendas in the NCREL region, commentaries by experts from their particular point of view, and resources for further information.

Professional Development: Changing Times

Editor's Note: *Restructuring the use of time is at the forefront of education research and reform. The ultimate goal of these efforts, of course, is to improve student learning, and one very important—indeed critical—means of reaching this goal is to restructure school time for professional development.*

The **Overview** for this issue of ***Policy Briefs*** concentrates specifically on this area. It asks us to focus our attention and efforts on promoting regular, ongoing professional development for all staff during regular school time. Some programs of this kind already exist, but they are still the exception rather than the rule. The **Overview** also presents current education research on the topic and its implications for school reform and education policy.

In the **Regional Actions and Agendas** section, State Educational Agencies (SEAs) and Intermediate Service Agencies (ISAs) in the NCREL region respond to questions on issues, actions, and policy needs in their states concerning the use of time and its place in education reform. These responses address both the use of time in general and the use of time for professional development within each of the NCREL states. This broader approach allows us to view the total agenda for state reform as well as to examine local efforts toward restructuring time for professional development. Many professional development initiatives are not statewide at this point and therefore where statewide initiatives do exist, we have indicated them as part of the total state plan. The reader also should pay special attention to the "Policy Needs" section of each state's report.

To broaden the scope of information even further, we have included sections that provide an added variety of perspectives and experiences:

- Profiles of a variety of local school district programs
- A national professional development viewpoint
- Guest commentaries by both a student and a teacher involved in local programs
- References and resources for further information

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Overview

by Carole Fine, NCREL
with Lenaya Raack, NCREL

When analyzing the failure of educational research and best practice to improve classroom instruction and student achievement, educators often overlook an obvious reason. Effective professional development must be in place in order for teachers to translate research into classroom practice. Again and again we attempt to implement new instructional innovations, yet fail to provide teachers with ongoing opportunities to study, reflect upon, and apply the research on teaching and learning.

This ***Overview*** explores changes in our assumptions about effective professional development, new visions of teaching and learning, and the implications of these new approaches for schools. It describes alternative strategies for effectively finding and using time to support professional development needs and discusses the accompanying policy implications.

Shifting the Paradigm of Professional Development

Teachers and administrators often are disappointed in the degree of relevance and impact of inservice programs. This disappointment has been due, in large measure, to the assumptions that have traditionally driven these programs, including the following:

- Periodic inservice days are sufficient to introduce teachers to new ideas and to improve practice.
- Professional development should improve and remediate *individual* teaching practice.
- The goal of professional development is to transfer knowledge and discrete skills from "experts" to teachers.
- The most effective way for teachers to learn is for them to listen to a speaker.
- Professional development is more of a luxury than an essential element of a district's educational program.
- "Pull-out" training at the district level is the most effective delivery mode.

Programs based on these assumptions too often are viewed as add-ons to the "regular" school day. Frequently students must be released early or given days off in order to accommodate them.

Yet, if we examine research and best practice in professional development, we find a different set of assumptions:

- Ongoing professional development is required if it is to result in significant change.
- School change is the result of both individual *and* organizational development.
- The goal of professional development is to support the inquiry into and study of teaching and learning.
- Teachers learn as a result of training, practice, and feedback, as well as individual reflection and group inquiry into their practice.
- Professional development is essential to school development.
- Professional development should be primarily school-focused and embedded in the job.

Professional development programs based on these assumptions are quite different from those founded on traditional assumptions. While districtwide workshops still will be appropriate on occasion, most professional development should be school-based. Therefore, in addition to attending workshops and conferences, teachers can be involved in a variety of ongoing, job-embedded learning activities, such as study groups, action research, peer coaching, curriculum development, and case discussions. Through collegial study, dialogue, and joint problem solving, teachers form professional learning communities that have a direct impact on instructional improvement. This approach to professional development contrasts starkly with approaches in which teachers work in isolated, noncollegial settings where traditional and outdated assumptions are less

likely to be challenged. Such challenges are important because teachers tend to "stick with what they know, despite a lack of student success or engagement" (McLaughlin, 1993, p. 94).

When teachers become part of school-based professional learning communities, they are more likely to change their teaching practice by aligning it with research, best practice, and national standards such as the National Council for Teacher of Mathematics Standards (McLaughlin & Talbert, 1993). Similarly, teacher networks such as the National Writing Project and the Urban Mathematics Collaboratives have been shown to be effective: "Teachers can work with others who are struggling in similar ways to learn new material and to try out different approaches for reaching students. Many became more enthusiastic about their subject matter" (Lieberman & McLaughlin, 1992, p. 674).

In order for job-embedded professional development to flourish and become the norm, the school day will need to be significantly altered. It will require a fundamental reconceptualization and redesign. The importance and placement of professional activities will require the support of all stakeholders, including parents, students, and community members.

"Traditional schools and large bureaucratic districts cannot cope with these changes because they do not have a structure that supports an environment of change."

New Visions of Teaching and Learning

These new approaches to professional development are especially critical as we align curriculum, instruction, and assessment practices with research on teaching and learning. Research finds that students learn by actively constructing new knowledge in a holistic way and connecting it with their prior knowledge. These findings call into question traditional curricula that focus on the transfer of discrete and fragmented knowledge and skills from teachers to students.

Traditional inservice programs are designed around this skill-based, "teacher-proof" curriculum. Not only do they assume that transfer of knowledge from experts to teachers is sufficient, but they also assume that teachers have little need to collaborate across subject areas or grade levels. In contrast, interdisciplinary curriculum that emphasizes holistic thinking demands integration across traditional subject and grade boundaries. Schoolwide improvement and reform requires school faculties to work as a unit, not simply as a collection of independent artisans.

The emerging content standards codify this new definition of learning into expectations for all students. Standards alone, however, cannot reform education. Setting standards without providing teachers with time to study, implement, and reflect upon them is likely to lead to another failed effort. "Traditional schools and large bureaucratic districts cannot cope with these changes because they do not have a structure that supports an environment of change" (Donahoe, 1993, p. 301). Therefore, as the standards are developed, we must simultaneously restructure school time to support ongoing professional growth.

Meanwhile, as ideas about schooling have changed, so have the demographics of the teacher population. Early retirement programs are encouraging many of the more experienced staff to leave the profession, creating a large new group of less experienced or induction-level teachers. The wide range of experience from newer teachers to those who have been teaching for quite some time also creates differing needs for professional development.

Alternative Models of School Time

Professional development has begun to take on greater prominence at the federal level. The Goals 2000: Educate America Act includes a goal that calls for "teachers to have access to the professional development necessary to prepare students for the 21st century." Similarly, the National Commission on Time and Learning noted that "time for planning and professional development is urgently needed—not as a frill or an add-on, but as a major aspect of the agreement between teachers and districts" (p. 36).

The need for time will exist as long as schools strive for excellence.

Even if we recognize the need for ongoing professional development, it is still difficult to alter the way that time is structured. As many have noted (Watts & Castle, 1993; Purnell & Hill, 1992), schools are in the undesirable position of having to remain in business while attempting to overhaul the way they do business. Moreover, because family schedules are designed around the expectation that children will be in school, many parents find it difficult to accommodate even minor schedule alterations, such as occasional early release days. Furthermore, it is not a matter of temporarily making time to catch up or to update. The need for time will exist as long as schools strive for excellence.

It is critical that we explore current and potential strategies for redesigning schools to support professional growth, discuss traditional approaches, and suggest alternate strategies for allocating professional time. However, we must not confine our thinking to the current time structure, but should stretch our imagination in response to our goals.

A traditional approach is to schedule professional time after students leave for the day. Yet, many teachers, after an intense day with little more than a 30-minute lunch break, feel too intellectually and emotionally fatigued to devote the attention and energy required for true professional growth. The new approach is to embed professional time into the school day to maximize its impact.

Some people suggest that summer is the ideal time for teachers to participate in "retooling" at a more leisurely pace. But Joyce and Showers (1982) have found that teachers are more likely to apply new instructional strategies if they receive coaching *while* trying the new ideas in their classrooms. Clearly, these findings suggest that teachers need regular opportunities for reflection and problem solving *at the same time* the students are in school. Similarly, in discussing the common elements of successful restructuring programs, Fullan points to "expanding professional development to include learning *while* doing and learning *from* doing" (1993, p.60, emphasis added). One cannot learn while doing if students are not present. If students must be present for professional development, then we should reconsider the traditional school year.

We still operate most schools with a staffing pattern that is very similar to the one created at the beginning of the century.

In an effort to move toward ongoing professional development, schools and districts have used a number of approaches. Watts and Castle (1993) outline five strategies that have been used to create time during the school year:

1. **Freed-up time.** This approach makes use of temporary blocks of time for teachers without redesigning the school day, calendar, or teaching schedule. Time can be found through early release or the temporary use of substitutes, teaching assistants, administrators, parent volunteers, or team teaching to free selected teachers.

   This temporary approach is not without its problems. Many teachers are reluctant to leave their classrooms to others, because they want to guarantee quality and continu-

ity in instruction. Preparing for a substitute also requires considerable time. Moreover, it can be difficult for schools to find quality substitutes, and state mandates and negotiated agreements often prohibit or restrict the use of paraprofessionals and volunteers. Therefore, schools have had to find creative ways to deal with "purchased time."

2. **Purchased time.** Some creative ways to find and fund professonal time have included the use of early retirees, foundation-supported "substitute banks," district credits, and compensation for evening, weekend, or summer work.

   These strategies often are temporary and transitional. The substitute dilemma is a factor that requires district policies and support.

3. **Common time.** In order to provide teaching teams with common planning time without major alterations in the use of time, many schools have begun to develop schedules with common preparation periods for teachers from the same grade level or discipline, or for members of restructuring committees.

4. **Restructured or rescheduled time.** This approach involves the formal alteration of the traditional calendar, school day, or teaching schedule on a long-term basis.

   Restructuring time can have implications for busing, teacher contracts, required days of instruction, and mandated instructional time.

5. **Better-used time.** Many school faculties have begun to examine their current use of time. This examination includes a reconsideration and reconstruction of teachers' roles so that they can focus their time on instruction and professional development. Some schools, for example, are finding alternatives to announcements and noninstructional planning that too often dominate faculty meetings. Administrators also have attempted to free teachers from some noninstructional duties—e.g., recess and collecting lunch money. Increasingly, school teams and entire faculties are participating in training for team building in order to enhance their time together.

Ted Stilwill, Iowa Department of Education, argues that we need to take a broader view of the parameters for change:

> We still operate most schools with a staffing pattern that is very similar to the one created at the beginning of the century. As we have added to our instructional programs, we have tended to add similar kinds of instructional staffing, with the notable exception of instrumental music, early childhood education, and the education of significantly handicapped students. The clear norm is still 1 adult and 20 students for 90 percent of our teaching and learning environment. Hospitals, on the other hand, now greet us with a broad variety of specially prepared individuals who are neither doctors nor nurses and who receive widely varying levels of compensation. With teaching and learning, however, we tend to act as though there is only one adult role and one student role.
>
> As long as our vision is narrowly driven by what has been done in the past, we are apt to "tinker" rather than create substantive change.

"If we view students, teachers, and educational organizations all as learners with the need to develop new responses to increasingly complex situations, then all need to have 'just in time' access to the most current knowledge and expertise and ***they need a way to be part of a dynamic communication network with others involved in the same learning."***

Technology as a New Vision Strategy

As we search for new alternatives, technology offers some solutions. Technologies can support and broaden professional learning communities and help teachers make better use of their time.

Through a range of technologies, e.g., the Internet and video- and audioconferencing, teachers can access both instructional

resources and collegial networks. Ted Stilwill points out, "If we view students, teachers, and educational organizations all as learners with the need to develop new responses to increasingly complex situations, then all need to have 'just in time' access to the most current knowledge and expertise *and* they need a way to be part of a dynamic communication network with others involved in the same learning."

At the same time, routine communication, recordkeeping, and paperwork can be simplified and time can be saved if teachers have ready access to computers. Local Area Networks, for example, can play a key role in communication and decrease the need for meetings.

Policy Needs

New policies on the use of professional time and professional development may stand in opposition to existing policies for teachers, such as teacher contracts and state mandates about instructional time. School faculties also must weigh time with students against time for professional growth. In some states, where waivers are options, more flexibility with state requirements on school time is possible. Therefore, in developing policies on professional time, it is critical to consider the consistency of all policies and to keep in focus the overarching school objectives.

It also could be argued that what is actually needed is less policy. "One of the policy supports to the time dilemma may be *less* policy," writes Stilwill. "Schools and school districts need the flexibility to innovate and create solutions. Most of these solutions are not ready to be applied across large groups of organizations."

Policymakers need ways to assess whether restructured time and more resources yield results. How should we measure and evaluate the effects of the restructuring of school time for professional development? It cannot be assumed that more time will automatically yield results.

There are very basic, practical policy issues as well. Some people suggest that finding more time should be addressed solely at the local school level. However, adjustments in one school's schedule often affect the schedules of many others in the district. The schools in the "Profiles" section of this issue of *Policy Briefs* have developed creative solutions to some of these problems.

It also could be argued that what is actually needed is less policy. "One of the policy supports to the time dilemma may be less policy," writes Stilwill.

Conclusion

If we as educators, policymakers, and the public are committed to educational excellence for all of our nation's students and teachers, we must be innovative in our vision, undertake the hard work of change, develop the policies to support it, and discontinue policies that stand in the way.

Carole Fine's work at NCREL as director of the professional development program focuses on the dissemination and use of research and best practice to support professional learning communities. She has been actively involved in the development and evaluation of teacher computer networks, instructional conversations and seminars, and teacher-authored instructional cases. Her own teaching experience includes 16 years as a special education teacher for students in grades K-12. She is a doctoral candidate in instructional leadership. Her dissertation is a study of the evolution of professional learning communities in two schools.

Lenaya Raack is Senior Editor and a writer in NCREL's Communications and Dissemination Department. An accomplished writer, she makes valuable contributions to the variety of agency materials she reviews.

Time for Learning: A View from the National Level

by Dennis Sparks, Executive Director, National Staff Development Council (NSDC)

A fundamental lesson about school reform from the past decade is that far more time is required for staff learning and planning than is being made available. Staff development days—typically for workshops—and brief meetings before, during, or after the school day when other responsibilities tug at the participants are grossly insufficient for the collegial learning and planning that are essential to successful improvement efforts.

In contrasting education in Asia with education in the United States, Harold Stevenson and James Stigler point out in *The Learning Gap* that while Asian teachers spend more hours in school, they spend less time actually teaching students. In China, for instance, teachers spend only three hours per day actually instructing students. Much of the remainder of their time is spent planning lessons and working with colleagues—two powerful forms of staff development.

An American Federation of Teachers study, released in July, underscores the differences in working conditions for teachers in various countries. According to the report, while Japanese primary teachers have class sizes of about 30 students, compared to 25 to 27 in the United States, Japanese teachers spend only 17 to 20 hours a week teaching. Teachers in Germany teach only 21 hours per week. In the United States, teachers spend 30 hours a week teaching.

"To clear our thinking," Cohen writes, "I suggest that we imagine that we are starting from scratch, as if no schools existed...."

In recent months, commentators such as Al Shanker and Hugh Price have emphasized the critical importance of providing additional time for staff development if reform efforts are to succeed. Shanker, president of the American Federation of Teachers and a highly regarded commentator on educational issues, recently wrote a guest column on this subject in *The Developer*. He points out that Saturn employees spend 5 percent of their work time learning, for a total of 92 hours per employee per year. "Imagine what a training program like this would do for people trying to restructure their schools," Shanker writes. "Or, put another way, imagine trying to change things as basic as the culture of the school with a couple of days of inservice training a year and some hours stolen from class preparation periods. If it takes 600 courses [a central training group offers nearly 600 different courses] and 92 hours a year per employee to make a better automobile, it will take that and more to make better schools. And if we're not willing to commit ourselves to that kind of effort, we are not going to get what we want."

If we are to make time for the learning of school employees, two things are essential: the will to find that time and creativity in looking at how both teachers and students might spend the school day.

Perhaps the only way we will find substantial time for adult learning and planning will be to throw away our presuppositions about schools, as suggested by Audrey Cohen in an article in the June 1993 *Phi Delta Kappan*. "To clear our thinking, " Cohen writes, "I suggest that we imagine that we are starting from scratch, as if no schools existed. What kind of schools would we want to build if we could look at our needs without any presuppositions?" Larry Lezotte uses the term "idealized redesign" to describe a similar process. "If our current design didn't exist, what would you create?" he asks.

Hugh Price, then vice president of the Rockefeller Foundation and recently appointed president of the Urban League, did just that in a column written for *Education Week* ("Teacher Professional Development:

It's About Time," May 12, 1993). "With rare exceptions," Price writes, "current patterns of professional development fall well short of what's needed. . . . Just imagine what a difference it would make if teachers taught the equivalent of four days per week instead of five, and if the time thus freed up were devoted, either in one chunk or spread out over the week, to professional development."

I believe that creative educators who truly understand the critical importance of additional time for adult learning will find many ways to make that possibility a reality.

Price argues that an important barrier to providing time for teacher development is our uncertainty about what to do with students while teachers are away from their classrooms. For that purpose, he proposes "academically productive ways" in which students could spend the equivalent of one day per week away from their regular teachers that "wouldn't cost the district a bundle." As options to consider, Price suggests school-based extracurricular activities, occasional large classes, course-related projects (higher-order assignments), and community service.

Price concludes that "some fresh thinking about academically useful alternatives to the way students currently spend time in school may free up significant opportunities for teachers to spend their time—in the classroom and out—more productively. . . . Somewhere in this mix of extended learning activities may lie an answer to the puzzle of how to engage teachers in sustained professional development at comparatively little extra cost."

If we are to make time for the learning of school employees, two things are essential: the will to find that time and creativity in looking at how both teachers and students might spend the school day. Let's begin by saying that an immediate minimal standard should be that 5 percent of a teacher's work time will be spent learning and working with peers on improving instruction. Then let's experiment with ways to extend that time over the next 10 years to 50 percent of a teacher's work day. That's the type of bold commitment that I think is required if we are to give teachers the time they genuinely need to do what is being asked of them. I believe that creative educators who truly understand the critical importance of additional time for adult learning will find many ways to make that possibility a reality.

I would like to give the final word to Hugh Price: "The ultimate question, of course, is whether parents and policymakers can be persuaded that less classroom time will yield higher-quality learning. Experience overseas and experiments in this country suggest that it can."

Author Credit

Dennis Sparks is executive director of the National Staff Development Council. Prior to serving in this position, he served as an independent education consultant and as the director of the Northwest Staff Development Center, a state- and federally funded teacher center in Livonia, Michigan. Sparks also has been a teacher, counselor, and codirector of an alternative high school. He completed his Ph.D. at the University of Michigan in 1976 and has taught at several universities, including the University of Michigan, Eastern Michigan University, and the University of Alaska. He has conducted workshops from coast to coast on topics such as staff development, effective teaching, and teacher stress and burnout. He is executive editor of *The Journal of Staff Development* and has written articles that have appeared in a wide variety of publications, including *Educational Leadership* and *Phi Delta Kappan*. Sparks is coauthor of the ASCD videotapes *Effective Teaching for Higher Achievement* and *School Improvement through Staff Development*. In addition, he has participated in numerous radio and television programs, and recently was a guest on the Public Broadcasting System's *MacNel/Lehrer News Hour*.

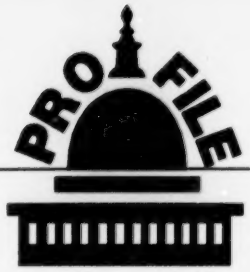
Profiles

by Nancy Fulford, NCREL, and Louise Dieterle, Leadership Development Associates

Editor's Note: *Featured throughout this edition of* ***Policy Briefs*** *are short* ***Profiles****, which are snapshots of local initiatives to implement staff development programs through restructuring of school time. The selected sites demonstrate similarities, but differ in school size, makeup, location, resources, and planning. Some programs are new, while others have existed for a while. They are not necessarily models, but rather real-life scenarios. The sites were selected because they contain the following characteristics:*

- *Staff development is regular and frequent.*
- *Programs offer more than course options.*
- *Opportunities are available for all.*

We also wanted to include variation in community size, featuring small, medium, and large communities. We did not restrict the location of the sites to the NCREL region, nor did we attempt to profile a site in each of the NCREL states. Each NCREL state is featured in the ***Regional Actions and Agendas*** *section of this brief. Special thanks go to each site for allowing us to share its initiative. The name of the local contact person for each site is included if the reader would like additional information.*



Brandon/Oxford Professional Development School, Ortonville, Michigan

The Brandon/Oxford Professional Development School is a partnership program that uses one-half day each week for teacher meetings and professional development.

The Brandon/Oxford Professional Development School (PDS) was established to "prepare students in a rapidly changing world." The school is the result of a partnership among Brandon School District, Oxford School District, Oakland University, and Oakland Intermediate School District, in collaboration with students and community members. In August 1991, Board of Education members, teachers, parents, and administrators from all four groups met to discuss the possibility of forming a collaborative partnership. After much discussion, they agreed to pursue the project, hoping to implement it in fall 1992.

With contributions from all partners, Brandon School District started the PDS in September 1992 and Oxford instituted its program in January 1993. Both restructured the school week to provide two and one-half hours each Wednesday morning for staff planning. Each day was lengthened to provide the same or more instructional time. A building steering committee serves as a clearinghouse for deciding which issues or concerns are scheduled for action by the full faculty or committees. Joint staff meetings of the two district faculties are held to share and encourage collaboration. The Professional Development School encourages activities that foster growth and learning between all partners of the education community.

Under the redesigned school schedule the teacher work day from Monday to Friday is 7:20 a.m. to 2:50 p.m. On Wednesdays, the time from 7:20 a.m. to 10:45 a.m. is used for both professional development time and teacher planning time; students do not report until 11:10 a.m. Teacher lunch lasts until 11:10 a.m., so that the student day begins at 11:10 a.m. Morning and afternoon classes are alternated on a weekly basis, and six minutes are added to each period.

PDS has extensive documentation of the program, its benefits, and its results. The program offers a wide variety of possibilities for the use of PDS time. One student has said, "I like the fact that teachers are trying to improve themselves." Another writes, "Teachers seem to have more time to organize and get things together. Our math class is really going at a fast pace, which I like since a lot of what we cover in Algebra I is review."

Contact person: Karen Sage, Principal
Brandon High School
1025 Ortonville Road, Ortonville, MI 48462

Regional Actions and Agendas

by Nancy Fulford, NCREL, and Louise Dieterle, Leadership Development Associates

Editor's Note: State Education Agencies (SEAs) and select representatives of the NCREL Intermediate Task Force were asked to contribute to the **Regional Actions and Agendas** section. All were asked to respond to the following questions:

The requirement to include performance assessment as part of the school's assessment system places an additional requirement on schools that can be met only by providing time for teachers to learn, plan, develop, and continuously improve outcomes and assessments. Where will the time come from? Who will provide the technical assistance and training?

Issues and Agenda

What issues concerning the use of time structures in education have been of interest and/or concern in your state/region?

Actions

What is being done or explored to address these issues?

Policy Needs

What could policymakers do to effect change in the use of time for educational reform?

Some of the respondents also included **"Other"** comments and information as well. Louise Dieterle and Nancy Fulford compiled the information and developed this section. Wherever possible, information from several sources was grouped to avoid duplication. When information was specific to the contributing person or to his or her position, the source is clearly noted. This approach was used to maintain the richness of the text. Any questions on the text may be directed to Nancy Fulford, NCREL, or to the state contributors listed.

Illinois

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Issues and Agenda

The relationship between school reform and the use of time has been discussed by the Illinois State Board of Education (ISBE). The 1993 NCREL state policy seminar was held on the topic, "The Use of Time in School." At the seminar, teachers, experts, and SEA staff discussed concerns about time and how it is used in school. Participants completed questionnaires on the use of time, which NCREL compiled into a report to the National Commission on Time and Learning.

The need for time for staff training, planning, and collaborating is a key issue concerning the schools. The state-mandated accreditation process requires schools to develop learning outcomes for the state goals for learning and to develop multiple assessments for each of the outcomes. The requirement to include performance assessment as part of the school's assessment system places an additional requirement on schools that can be met only by providing time for teachers to learn, plan, develop, and continuously improve outcomes and assessments. Where will the time come from? Who will provide the technical assistance and training?

Actions

An ISBE policy study on the "Use of Time in School" recommended an increase in the amount of money available to schools for staff development by allowing schools to combine monies for various programs that in the past had to remain separate. This plan was not approved by the legislature.

Additionally, legislation has been passed to abolish the state's 18 Educational Service Centers (ESCs) and reorganize the state's intermediate services, effective August 1995. The centers have been a major source of training and technical assistance to educators throughout the state.

"Policymakers can inform themselves and the public as a first step. Then they can support educators who are undertaking the task of meaningful restructuring, becoming visible and vocal advocates, waiving bureaucratic mandates, and increasing financial resources."

Policy Needs

The most critical need is for policymakers to understand that the educational and administrative models of the past are no longer viable today and are, in fact, impediments to success in the future. Not only does the concept of time relative to the school day and school year need to be revised, but so does the concept of the effective use of time for teachers. Judy Judy, from Tri-County Education Service Center (ESC) #10, stresses "the importance of time for teacher training and collaboration. Policymakers can inform themselves and the public as a first step. Then they can support educators who are undertaking the task of meaningful restructuring, becoming visible and vocal advocates, waiving bureaucratic mandates, and increasing financial resources." Policymakers could provide for more flexibility and waivers from current mandates.

Other

Unless attention is paid to the process of restructuring itself, two questions will be raised: What will people do with the extra time? Will the time be used to continue doing what we have been doing? The issues of process and the training required to internalize the process and time must be addressed as a unit.

Indiana

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The most often discussed issue is the need to find time in the school day to allow teachers to participate in professional development. Today's expectations for teaching, learning, and integrating new methods and technologies ask much of teachers. This need to balance the time for classroom instruction and the time needed for teachers to retool and retrain has become a major issue for the state board of education and the state legislature.

Issues and Agenda

Schools throughout Indiana are not required to follow the same time schedule. This policy becomes an issue only when schools attempt to coordinate interschool programs such as distance learning.

At the elementary level, flexibility of instructional time was needed to enable schools to be more creative. The Indiana State Board of Education recently changed the rules on the amount of time required for each subject area. This change empowers schools to determine the amount of time each day to spend on content areas such as reading and mathematics. This flexibility enables the school to base the time spent on any given subject on learner outcomes rather than on a specific block of time.

The most often discussed issue is the need to find time in the school day to allow teachers

to participate in professional development. Today's expectations for teaching, learning, and integrating new methods and technologies ask much of teachers. This need to balance the time for classroom instruction and the time needed for teachers to retool and retrain has become a major issue for the state board of education and the state legislature.

Other issues are:

- Time for planning and implementation of team teaching
- Time for parent-teacher conferences

Penn-Harris-Madison School Corporation, Misawaka, Indiana, has developed a corporation-wide program that establishes rewards and incentives to teachers who continue to grow professionally.

Actions

- The Indiana Department of Education will study these issues and will hold statewide forums to develop recommendations for the 1995 legislative session.
- The National Commission on Time and Learning report is being reviewed for possible guidance regarding time.
- A few elementary and secondary schools have broken through barriers to give time to professional development.

Stan Spencer, Northern Indiana Educational Services Center, lists some of the schools that have broken through time barriers:

- **Penn-Harris-Madison School Corporation, Misawaka, Indiana,** has developed a corporationwide program that establishes rewards and incentives to teachers who continue to grow professionally. It also has developed a strong "teaming" and "mentor" concept that a majority of the staff has bought into. The Corporation has a full-time staff development person who manages and plans all professional programs. For more information on its programs, contact Jim Welling, at 219/259-7941.
- **East High School, Bartholomew Consolidated School Corporation, Columbus, Indiana,** is featured in a *Profile* in this issue of *Policy Briefs*.
- **Tippecanoe High School, Mentone, Indiana,** has taken a different approach to making time available. The school has established a concentrated "thematic" session once a year. Teachers, staff, community members, people from local businesses, and students get together in January to address a theme that is relevant to the community and the education of the young people in the school system. Last year was the first year for this program; its theme was "The Environment." The principal, Charlie Mills, "pulled out all of the stops" and let his staff plan whatever they wanted; the result was a powerful, exciting nine days of concentrated study and relevant fun. This session clearly "charged up" his staff and connected the high school to the local community. Mr. Mills can be reached at 219/353-7031.

State and national principals' organizations need to be addressed and provided with models and materials on successful programs.

Policy Needs

The relationship between the role of the teacher and instructional time needs to be redefined. Schools may have to use differentiated staffing patterns so that teachers are not expected to provide all child care needs and supervision in addition to teaching.

Policymakers need to provide school principals with effective models of programs and approaches that are working. This information needs to get to the principals—not just to the superintendents—because the principals are key to effective education reform. State and national principals' organizations need to be addressed and provided with models and materials on successful programs.

Columbus East High School, Columbus, Indiana

This school has an established alternative time modular scheduling pattern that promotes professional development and team coordination and increases educational resources for students.

East High School has been building innovative practices into its organization since 1971, when it was established as an alternative school. The school reflects its commitment to good education as well as its underlying view of the teacher as a professional. It also has an established partnership with the Hudson Institute, a public policy research center in Indianapolis, Indiana. Local businesses work closely with the school in providing experience and job-related expectations for students that fit with the consolidated curriculum, which offers workforce-oriented courses in a variety of academic selections.

The school has established an alternative time modular (MOD) scheduling pattern, which is similar to college scheduling. East High School has an alternative day 1 and 2 schedule: On Mondays, Wednesdays, and Fridays, the school offers core classes for a minimum of two MODs, each MOD lasting 42 minutes; Tuesdays and Thursdays are used primarily for lab work and student counseling, while the remaining time is **resource time**, unless a student is required to be in study hall. During the resource and study time, teachers are available to help with homework or other needs. An entire floor of the school is devoted to departmentalized desks and study modules. The student handbook describes resource time as follows: "While not considered a credit class, resource time must be attained by students. There is no such thing as 'free periods' at East. Students are mandated by the state to meet the required time of instruction. Resource time is part of that requirement, and all unscheduled time is to be spent in a supervised area of school."

Professional development and team coordination also are scheduled primarily on Tuesdays and Thursdays. In addition, six half days throughout the year, which are corporationwide days, are reserved for staff development. Each building site chooses three more days of its own. The teachers work in large and small teams, which may be interdisciplinary. Time for individual work for teachers also is available.

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Issues and Agenda

Adequate time is needed for professional development and collaborative planning.

Collaborative planning time should include the following activities:

- Reviewing information on current status of school/district expectations for students and progress in meeting those expectations
- Reviewing and discussing better or alternative practices in other schools, districts, or states
- Interacting with the community on both of the above activities

Adequate time for instruction, including the necessary individualization strategies, is also a big issue.

We should consider the functional needs that technology can support, because they offer some relief to the current allocation of human time in our system:

Instructional Technology

Direct improvements in the instructional process continue to emerge by virtue of technology, which includes distance learning, computer-managed instruction, and all manner of individualization strategies.

Information Technology

If we view students, teachers, and educational organizations as learners with the need to develop new responses to increasingly complex situations, then all need to have "just in time" access to the most current knowledge and expertise. They also need to be part of a dynamic communication network with others involved in the same learning.

Policymakers must articulate the case for change as coherently and aggressively as possible, but they must not be prescriptive about how the change must occur.

Actions

The state of Iowa provides $26 million annually for individual school districts to implement local plans for staff development and for program development in order to improve student achievement. Generally, these locally constructed plans must use these funds to provide compensation to teachers for their work in these areas or for exemplary performance. While the funds and the resulting plans do not by any means solve the time dilemma, they do provide some significant resources for additional teacher time.

Iowa has allowed waivers for 40 districts to pursue innovative calendar and scheduling options that might not have been allowed given current regulations. The Iowa Legislature has given the Iowa Department of Education very broad discretion in waiving accreditation or other school requirements at the request of districts that are pursuing innovative programs, that are working with their communities to determine high expectations for students, and that agree to report progress to their communities.

The Iowa Board of Educational Examiners is investigating a new framework for educational licensure that might provide more flexibility in the authorizations for staff to teach in multidisciplinary areas, which was one of the barriers to innovative scheduling in the past. There is also a provision for innovative waivers with this licensure board.

Policy Needs

One of the policy supports to the time dilemma may be *less* policy. Schools and school districts need the flexibility to be innovative and create solutions. Most of these solutions are not ready to be applied broadly across large groups of organizations.

Those with policy responsibility must ensure that local change involves not only site-based teams, but also strategies to engage participants in determining the reasons for change and to listen to the community about the expectations that should be set for students.

Policymakers must articulate the case for change as coherently and aggressively as possible, but they must not be prescriptive about how the change must occur.

Other

We do not want to limit the parameters for change unneccessarily. If we can consider only changing calendars and schedules using existing resources, then we are "making changes within the old paradigm," Ted Stilwill suggests. We also must consider time as part of the way we allocate human resources and allow variation in the personnel system.

Milwaukee Public Schools, Milwaukee, Wisconsin

Team planning time occurs for one period each day in the large urban district of Milwaukee, encouraging communication, coordination, and cooperation among teachers as they design the instructional program.

Team planning time in the Milwaukee middle schools should be viewed in the context of the problems associated with large urban school systems and the promise of high goals for an effective educational process. The team planning time process has already been implemented in the middle schools and is being expanded to the high schools during this school year.

Two of the key components of the program are shared decisionmaking and cooperative planning. The team planning period, which is part of the school schedule, encourages communication, coordination, and cooperation among teachers as they design the instructional program to maximize learning for students. All unit teachers are assigned to a team, and these teams meet on a daily basis for a full period. The learning coordinator is available to assist the teams in planning for the meetings. In addition, teachers with assignments such as fine arts, vocational education, and exceptional education may meet with teams as appropriate.

Many team planning activities are suggested, including the following: identify, implement, and evaluate program/instructional goals; share individual teacher expertise in areas of common interest; plan for flexible grouping of students; plan opportunities to use community resources; develop interdisciplinary units; and participate in meetings with other teams for staff development and schoolwide planning.

The school district has expressed its belief in the importance of team planning time in the overall educational plan: "The key to a successfully planned program of instruction is cooperative planning by all of the staff members. The team planning time is necessary for the continuous establishment and evaluation of short and long range goals for the team and individual students that take into consideration the articulation of K-12 city-wide goals."

Each team establishes a weekly team planning agenda. Teachers begin meetings promptly and use the time profitably. The team members establish their activities for each day cooperatively and record the team's planning efforts daily or weekly. Members are trained in the effective use of group process and in reaching a consensus. The team also evaluates and reviews whether the course of action was effective in reaching its goals.

The teachers' day is from 7:45 a.m. to 3:18 p.m., which includes 48 minutes of team planning, 48 minutes of individual planning, and approximately 240 minutes of instructional time, along with other activities that include a duty-free lunch period. The pupils' day goes from 7:56 a.m. to 2:40 p.m. and is scheduled in blocks for greater flexibility in use of time, space, and facilities.

Workshops and inservice time are designed sometimes at the local school level and sometimes at the district level. They may be for university or college credit or for school district credit. Teachers are provided with substitutes for the release time.

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The major issue is the reconstruction of the school day/year in order to accommodate the needs of professional staff to collaborate in the development of programs and services leading to improved achievement for all students. While strategies have been used in a variety of school sites throughout the state, opposition comes from community school boards and teacher organizations.

Issues and Agenda

- There are not enough days in the school year.
- There are not enough hours in the school day.
- The typical 50-minute periods in secondary schools do not allow enough time for in-depth study, group problem solving, or interdisciplinary and thematic approaches to learning for teachers and students.
- The "agrarian" school year calendar limits flexibility in instruction time and professional development options and also poses fiscal problems as districts grow and need more buildings.
- Length of the school day and year have been an ongoing concern and were addressed by the Michigan Legislature in the current reform package. The new legislation contains two new requirements. The first is an increase in the number of hours of instruction that all schools must provide by 2009-2010 in order to increase the number of days of instruction to 210 per year. Second, schools are not encouraged to use the "pull-out" method for at-risk students in order to provide additional or support instruction. The time is to be found through extension of the school day/year or through inclusion of these support services in the regular classroom setting.
- There is not enough time for (1) planning and site-based professional development, (2) professional development to support improved teaching and learning, (3) induction of new individuals into the profession, (4) preparation of individuals for administration.
- Time problems related to technology include scheduling classes via interactive television network through fiber connections.
- There is not enough time for professional development during the school year, the number of available substitutes is limited, the cost of substitutes is prohibitive, and there are additional concerns when regular teachers are absent from the classroom due to professional development.

The major issue is the reconstruction of the school day/year in order to accommodate the needs of professional staff to collaborate in the development of programs and services leading to improved achievement for all students. While strategies have been used in a variety of school sites throughout the state, opposition comes from community school boards and teacher organizations.

Extended school year grants have been available to a limited number of schools in order to develop and implement a 210-day school year. In the first year of the grant process, schools receive small grants to plan for an extended school year. In the second through fourth years of the grant cycle, schools receive either $285 or $250 per pupil to help implement the program. At the end of the four-year period, schools are expected to institutionalize the programs through internal support mechanisms.

Within the reform legislation is a provision for schools to receive approximately $4.25/ pupil for professional development activities.

Receipt of the money is dependent on the creation of a professional development plan that is related to the district school improvement plan and the assessed needs of the district's students. Included in the legislation is also a provision that all initial service teachers must receive 15 days of intensive professional development regarding induction into teaching. The 15 days are to be spread over the first three years of service.

Actions

In addition to the activities and strategies already mentioned above, schools within the state are using systemic change programs such as RE: Learning. Each of these programs requires school staff to consider the use of time and the ways that the staff may be able to meet the needs of students and themselves more effectively. These efforts are sporadically supported by the state with limited fiscal and human resources.

Other actions include the following:

- Incrementally increasing days of the school year to the year 2000 (state mandate), but without additional fiscal support
- Extending school days
- Restructuring school days, i.e., lengthening instruction time in school days to allow one-half of a day without students per week for school improvement team planning time or professional development
- Restructuring schools around thematic instruction, having blocks of time for more in-depth study of interdisciplinary academics, and using a "team teacher" approach
- The new State School Code, requiring 15 days of professional development for newly hired teachers within a three-year period as well as the assignment of a mentor-induction program, with mentor assignments coordinated by Intermediate Service Agencies
- The Leadership Academy established for local districts coordinated by the Intermediate Service Agency, including mentor assignments and an agreement by superintendents to provide release time for mentorship/shadowing, with teachers dedicating their own time to professional development programs scheduled after school

Policy Needs

Although local district school boards recognize the importance of professional development in order to effect real change, it is extremely difficult for them to prioritize resources, including time, for that purpose.

An Intermediate School District Perspective

by George Woons, Kent Intermediate School District, Grand Rapids, Michigan

State policymakers need to do less—not more—regarding mandates for educational reform. Much of the legislation is penalty-driven and does not consider time and resources needed for local districts and intermediate service agencies to comply with the mandates. This past year, policymakers in Michigan did not seek the input of educators; the resulting legislation is politically motivated and is therefore less likely to effect real change in teaching and learning. Policymakers need to fund mandates that require additional time—e.g., increase in days of instruction or provide 15 days of professional development for new teachers. Professional development funds allocated by the state are greatly inadequate. Much of the school reform mandated by the legislators requires misdirected time of educators. Much of the instruction-related reform conflicts with current theory and best practice.

Although local district school boards recognize the importance of professional development in order to effect real change, it is extremely difficult for them to prioritize resources, including time, for that purpose.

State policymakers need to recognize the benefit of local district consortium arrangements with Intermediate Service Agencies. Our Intermediate Service Agency provides many professional development opportunities to our constituent local districts that are cost-effective and based on mutually agreed upon times—e.g., 18 days of social studies curriculum development time already scheduled for 1994-95. Our districts participate in many professional development consortium arrangements, particularly where grants are involved—e.g., Eisenhower Math/Science and Drug-Free Schools funds. Consortium arrangements place the burden of the time required for grant writing and related reports, plus program planning and arrangements, on service agency staff rather than on local district staff. In addition, duplication of time and efforts is avoided.

Via the State Department of Education, more and more responsibilities for monitoring local district compliance with legislative mandates are delegated to the Intermediate Service Agencies. These responsibilities not only require an inordinate amount of our staff time and resources, but put the Intermediate Service Agency in a tenuous position with districts that we want to serve. Time and resources would be better spent on professional development.

Educators need time for in-depth discussion, reflection, and interaction, and time to develop the tools to carry out any restructuring initiatives. They need time to be educated through a variety of professional development strategies and to apply the learning.

An SEA Perspective

by Linda Forward, Michigan Department of Education

Before policymakers develop useful guidelines for school personnel regarding the use of time, they must understand and appreciate that a need exists. Policymakers do not seem to accept the requests of educators to provide time for "retooling." The notion of suspending schooling for a year is made only partially in jest. Educators need time for in-depth discussion, reflection, and interaction, and time to develop the tools to carry out any restructuring initiatives. They need time to be educated through a variety of professional development strategies and to apply the learning.

Policymakers need to understand the need for professional development. They need to understand that although an educator may have the capacity to perform a task, he or she may not have the ability to teach the skills to perform that task. Recently, a legislator questioned the need for teachers to be taught the pedagogy that supports the teaching of writing skills. Since teachers could write, he reasoned, all teachers could teach writing across the curriculum.

Once policymakers understand and accept the need for professional development, they need to accept their role in developing and maintaining the infrastructure to support "retooling." Most educators are doing the best they know how to do and need only to learn new skills to do better. Once they learn these new skills, educators need a mechanism that supports them in implementing these skills. This goal cannot be achieved if the infrastructure for professional development is not available. Such an infrastructure would include human and fiscal resources in a geographically convenient location so that support can be ongoing.

The nature of professional development needs to change from the "half-day, latest fad" training that we have seen in the past to long-term, sustained initiatives that directly improve the learning of all students. Educators need policymakers who understand that time includes a span of time consistent with change theory—time to learn what they need to know, to develop strategies to implement new knowledge, and to demonstrate that this knowledge has improved the achievement of all students.

Central Park East Secondary School, New York, New York

This city school gives both teachers and students high amounts of personal freedom for development and sets the limit for class size at 20.

Central Park East Secondary School (CPESS) is part of the Coalition for Essential Schools and therefore is guided by its principles. The school was founded in 1985 as a public school in Community School District 4 in New York City. It operates in partnership with District 4, the Alternative High School Division of the Board of Education, and the Coalition for Essential Schools. It began with seventh graders, and a grade was added each year so that it comprises grades 7, 8, 9, 10, and 11/12. Application to the school is open to all students in New York City, particularly those entering seventh, eighth, and ninth grade. The enrollment at its full size is 450 students.

A key element of the school's program is the Community Service/Learning Program directed by Community Service Coordinator Ann Purdy. The philosophy behind this program is that students are part of a larger community and they should participate in and benefit from regular community service. Students spend a minimum of three hours each week in a wide range of community service activities. The time that students spend in service activities also helps provide time for teachers' collaborative planning. Community service activities occur between 9 a.m. and 1 p.m., Monday through Thursday. With students out in the community during these hours, teachers are allowed one morning per week, from 9 a.m. to 1 p.m., for collaborative planning. Four groups of teachers divide up the four mornings available. No one is out on Friday mornings—all teachers have class in the morning and students go home at 1 p.m. Teachers then have time to eat lunch and to meet from 1:45 p.m. to 3 p.m. for staff development. Therefore, teachers have this time each week for professional development, along with 2.5 hours on Monday for professional planning.

CPESS offers a common core curriculum for all students in grades 7 through 10 that is organized around two major fields: mathematics/science for half of the school day and humanities (art, history, social studies, and literature) for the other half. Interrelationships between different subjects of study are integrated, and communications skills are taught in all subjects by all staff. At the end of 10th grade, students enter the Senior Institute. Each student has a Graduation Committee, which comprises the student, a family member, a staff member, an adult chosen by the student, another student, and an advisor. The committee prepares a personal program of study designed to prepare the student for graduation and the world of work.

Teachers who work with the 11th- and 12th-grade students also are part of an Advisory System; they advise a small group of students and act as liaisons to the home. Advisors meet with students three times a week, on Monday, Wednesday, and Friday, for 45 to 60 minutes. This part of the program is important because the advisor/coach helps the student prepare a Process Portfolio of his or her work. The portfolio is a graduation requirement intended to allow students to demonstrate their knowledge and mastery of skills.

Both teachers and students at CPESS are given high amounts of personal freedom for development. While teachers do not receive extra pay for working at CPESS, class size at the school is kept very small by most city or other school standards. A maximum of 20 students per class is set. In addition, students receive a substantial amount of individual attention, which brings the home and school together.

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Issues, Agenda, and Actions

The state of Minnesota, including the Department of Education and the legislature, is very interested in how schools can be reorganized to maximize results in student learning. Our staff development legislation *mandates* site-based decisionmaking and learner results. The proposed graduation standards also focus on results. Extending the school year has been discussed extensively in Minnesota. However, the millions of dollars spent each day on the present system prohibit any changes. Indeed, the school districts are proposing less student time so that teachers can have more planning time. For example, the 180-day teacher contact year is being reduced to 175 days in order to contain costs. This step may appear to be a positive one, but in some ways it is a step backwards, since many other states and countries have 200 days of student contact time.

The Minnesota Educational Cooperative Service Units (ECSUs) provide a substantial amount of staff development for local school district personnel. More release time raises difficulties, however, because (1) teachers do not like to leave their classrooms; (2) substitute teacher costs are getting out of hand; and (3) in some cases, substitute teachers are in short supply. Still, the legislature is allocating 1 to 3 percent of local dollars to staff development. This money could perhaps buy more time for staff development.

We need more time for dialogue and reflection. Collegial groups and networks are our best hopes for these activities and educators love them. They are built into our staff development programs.

Student Time. Learning time is a concern. Districts are restructuring time allocations for learning. We are back to "block" or "core" learning times. High schools are experimenting with four-hour time periods or other longer time periods, fewer subjects, and alternating schedules, i.e., seven-period and four-period days every other day.

Planning Time. To get planning time for change is still difficult. Some schools are trying to get more time for teacher preparation and planning. We have some extended time during the school year for teachers and other educators to plan.

Reflective Time. We probably do not have enough of this time in work or play. We need more time for dialogue and reflection. Collegial groups and networks are our best hopes for these activities, and educators love them. They are built into our staff development programs.

Les Martisko, South Central ECSU, makes the following comments about actions:

> One measure to increase the amount of time to deliver meaningful instruction to the student is to increase site-based management incentives, therefore allowing more control in the buildings and thus minimizing the amount of time spent responding to district mandates and regulations. The state also has been reducing the

number of rules to allow more direct delivery of needed and meaningful time to students. There is a great deal of confusion and purposelessness on this issue due to the difficult and esoteric nature of this type of change. Therefore, the real driving mechanism may be adult employment rather than children's services.

Legislate more educator workshop and planning time. We have dollar support for site-based staff development, but no increased time for site-based decision-making, policymaking, and planning.

Policy Needs

- Replace seat time with learning standards, which will have an impact on both students and teachers.
- Establish models for system standards.
- Legislate more educator workshop and planning time. We have dollar support for site-based staff development, but no increased time for site-based decision-making, policymaking, and planning.
- As with students, teachers need more blocks of time for planning and acting on change. Dialogue and reflection time are needed. People in education are becoming overloaded with work. More is expected, required, and demanded of educators. Work is added, but nothing is deleted.
- Extend the school year for educator learning—not just student learning.

Policy Needs Relative to Restructuring Time

by Les Martisko, South Central ECSU

School boards need to be community boards, with one-half of the members being consumers—including students—and one-half being business and community people and those with no direct interest in the system. This type of membership will facilitate innovation and change and will open options for new thinking, which is needed.

We need national licensing of educators. The licensing process should allow people to test into the field rather than taking years of college courses. People should be allowed to take substantive alternative routes for entering the profession. Alternative measures of competency for staying in the profession should be encouraged. These steps will encourage new options for professional staff as well as change.

Programs need to be meaningful, directed, purposeful, and aligned with accountability structures that make a difference. Flexibility is needed for both students and teachers.

As with students, teachers need more blocks of time for planning and acting on change. Dialogue and reflection time are needed. People in education are becoming overloaded with work. More is expected, required, and demanded of educators. Work is added, but nothing is deleted.

Many institutional artifacts greatly influence the use of time for nonproductive, political purposes and, therefore, are responsible for a dysfunctional system built on time variables important to an industrial/manufacturing/miltary system. The schools that reflect outdated social values are still mostly intact. This situation makes K-12 and higher education almost "schizophrenic" relative to the pace of change and the use of time in a reality-based, revenue-driven world. Therefore, should we be asking about the use of time or trying to eliminate the artifacts? Does it make any sense to have more time to promote *obsolete* tasks and ideas?

Wheaton Warrenville District 200, Wheaton, Illinois*

A Chicago suburban community developed a new contract that features collaborative decisionmaking among the district's professional staff and a flexible structure.

Teachers in Wheaton Warrenville District 200 have approved a new contract that its creators believe will become a model for other public school districts because of its focus on collaborative decisionmaking. The contract recognizes the value of collaboration among the district's professional staff and provides a flexible structure within which teachers and administrators can work together in making decisions that affect them and the 13,000 students in the K-12 district.

The new contract emerged through the same type of collaborative discussions that will be used to make future decisions about teaching and learning. Teams of professional association members and administrators met ahead of the scheduled formal negotiation talks to explore the possibility of moving toward a collaborative decisionmaking model.

What resulted is a contract that provides flexibility in using the time available outside of regular classroom instruction for such purposes as training, curriculum development, and planning for building and district initiatives. While the teachers' workweek has increased by five hours under the new contract, the time will not be accessed on a daily basis. Rather, it will be accumulated and used at the discretion of the teacher, the principal, and a building committee in equal proportions. The ultimate goal, however, is to determine the use of all time through collaborative decisions.

The building committee will determine the use of collaborative time at each school, subject to the support of at least 75 percent of the school's staff. A district oversight committee will monitor the use of collaborative time across the district and resolve contract issues that may arise during the life of the contract.

In addition to the structure that paves the way for more collaborative decisionmaking, the new contract increases the number of student attendance days by eliminating three of the four Institute Days that traditionally have been scheduled. More student contact time also will be realized through efficiencies in scheduling and the reallocation of some teacher supervisory responsibilities.

Both teachers and administrators recognize that the changes they have approved will require training in collaboration and conflict resolution. That training began early in summer 1994 and will continue throughout this school year and beyond.

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Issues and Agenda

Ohio has addressed the issue of time structures in education not as a separate or isolated issue, but rather as an integral part of larger school improvement efforts. Ohio has focused on cohesive school improvement strategies that address systemic educational change at the building level. A centerpiece of this effort has been the Venture Capital initiative, which targets a significant amount of dollars to individual school buildings that have developed comprehensive plans for school improvement. Within this framework, schools have the resources necessary to support time for professional development, whether through team planning time, use of substitute teachers, release time, or other time structures and strategies.

The primary issues are "finding and funding," according to James H. Porter, Lake County Board of Education:

> We are wrestling with the issue of finding time for professional development during the regular school day and year and with the issue of funding time during off hours and days. Particularly in the curriculum areas of mathematics and science we are well aware that a systemic approach is required if we are to implement the recommendations of the national study groups. This means retraining teachers in content and teaching strategies, and developing a support system within their school districts that permits them to teach using these tools.

The support system has to include time during the school day to plan and prepare materials and equipment for students. It seems that hands-on and manipulative teaching strategies are the order of the day. There needs to be time to observe model teaching and to network with other teachers in the same building to ensure coordinated, effective programs.

During off hours and vacations, teachers need the opportunity to network with university and industry staff to strengthen their content area knowledge and review and develop curriculum materials and evaluation strategies. This approach requires additional funding.

Ohio has addressed the issue of time structures in education not as a separate or isolated issue, but rather as an integral part of larger school improvement efforts. Ohio has focused on cohesive school improvement strategies that address systemic educational change at the building level. A centerpiece of this effort has been the Venture Capital initiative, which targets a significant amount of dollars to individual school buildings that have developed comprehensive plans for school improvement. Within this framework, schools have the resources necessary to support time for professional development, whether through team planning time, use of substitute teachers, release time, or other time structures and strategies.

Actions

Either as a part of the Venture Capital initiative described above, or as a part of other systemic change efforts, schools in Ohio may request waivers from the Ohio Department of Education. Such waivers

release schools from the obligation to meet specific standards for elementary and secondary schools and are granted on the basis of innovative practice targeted towards systemic change. The Ohio Department of Education is granting waivers from required instructional time to districts for approved professional development activities.

Teacher certification policies also must be modified to promote team and cross-disciplinary approaches to teaching. Current certification policies limiting teachers to specific sub-areas within specific disciplines only encourage the "egg-crate" isolationism of today's teaching force.

Another Ohio initiative, the Beginning Teacher Residency Program, is a pilot project that provides support for and assessment of beginning teachers. Starting in fall 1994, experienced teachers serve as mentors and spend a portion of the regular school day working with beginning teachers.

The Lakeland Area Center for Science and Mathematics in Lake County, Ohio, is in the third year of developing a model systemic change system for all elementary teachers in grades three, four, and five across two counties (K-12 enrollment is 47,000). It is a work in progress, but evaluations indicate a positive impact.

Eight Regional Professional Development Centers have been established in Ohio and are completing their second year of operation. Funding is provided for professional development through these centers, and a variety of professional development models, some with restructured time, have been implemented regionally. NCREL is conducting an evaluation of the regional centers.

Policy Needs

Policies affecting the use of time must be addressed within the larger context of professional development supporting educational reform. Thus, policy must focus on promoting the development of professional learning communities engaged in educational reform, while freeing schools from restrictive regulations that impede innovation.

For example, states can encourage teachers' collaboration and dialogue by promoting cross-disciplinary and integrated approaches to curriculum. Ohio is developing an integrated science curriculum for grades K-12. Teachers will need to work across traditional disciplines in science in order to implement the model curriculum.

State policies should promote teacher teaming and collaboration; resources should be provided to support educational reform; and the schools should have the opportunity to experiment with innovative practices.

Teacher certification policies also must be modified to promote team and cross-disciplinary approaches to teaching. Current certification policies limiting teachers to specific sub-areas within specific disciplines only encourage the "egg-crate" isolationism of today's teaching force.

State policies should promote teacher teaming and collaboration; resources should be provided to support educational reform; and the schools should have the opportunity to experiment with innovative practices. Ohio is moving ahead on these fronts via integrated curriculum models, Venture Capital for schools engaged in systemic reform, and waivers from state standards for innovative schools.

Other Needs

- Provide state funding for professional development that is substantial and earmarked.
- Require districts to develop a master plan for professional development, but not another unfunded mandate.
- Allow districts to provide flex time for both teachers and students if it conforms to an approved master plan.

Hefferan (West Garfield Park) Elementary School, Chicago, Illinois*

Hefferan, on the west side of Chicago, boasts (1) a daily attendance rate that exceeds 94 percent, (2) large blocks of training and planning time in the workplace during school hours, and (3) the treatment of teachers as professionals.

Hefferan Elementary School is located in the West Garfield Park neighborhood in Chicago. The school includes approximately 679 students in grades K-8. Notable restructuring initiatives include the following:

- A weekly staff development day for every teacher
- Curricular reform, including hands-on science, Japanese language and culture, and 35 special-interest clubs
- A full-time human relations coordinator to assist parents

The school has built an extensive after-school and summer program, plus a well-developed parent involvement program that keeps adults and children working together throughout the building. The school is open for activities until 6 p.m. Daily attendance exceeds 94 percent.

Hefferan has built large blocks of training and planning time into the teachers' schedules in the workplace during school hours. Teachers are treated as professionals. Parents' talents and those of community volunteers are used to support the work of the school. Decisionmaking in schools in Chicago is the responsibility of the 11-member Local School Councils (LSCs), but at Hefferan the decisionmaking is spread wider and deeper into the school so that meaningful change can happen. The staff and the LSC devised a plan that frees all teachers' time one day a week for team planning and study. As a result, new kinds of teaching and experimentation are taking place, students are enjoying a variety of new experiences, teacher morale and attendance are high, and parent involvement is steadily rising.

Students at Hefferan have four intense days of classroom work each week and a fifth day called Resource Day. On Resource Day, students are involved in art, music, gym, library, and computer lab. The students look forward to Resource Day because of the variety in their schedules and the possibilities for creative and experimental learning experiences. With the faculty divided into five instructional teams, each teacher has one free day per week—the Resource Day for students is a planning and study day for teachers. The Resource Day also is economical, since no substitute teacher pay is needed. Students simply rotate their classes. Security monitors and parent volunteers are present throughout the building to oversee the rotations from class to class.

An important aspect of the program is the treatment of teachers as professionals; the pay-off in staff morale is big. Every classroom has a telephone. Teachers may use the phones at their discretion to communicate with parents, to check on absent children, to call for help in an emergency, to conduct personal business such as making a doctor's appointment, or to check on their own children. Parents also can take advantage of a voicemail service to call their child's teacher and receive recorded suggestions for summer learning activities. During the school year, homework assignments and important announcements are recorded for the use of parents who want to check on their children's work.

The school emphasizes teamwork in planning and cooperative learning for teachers. But improving student learning and achievement are the ultimate goals. Hefferan is dedicated to showing that minority students can learn at acceptable levels, as demonstrated by its motto: "a month for a month" (a month of growth for a month of school). Teachers still assess student learning in fairly traditional ways, but with the →

full planning day per week they have time to study their results, discuss individual children, and devise new strategies. Teachers also are able to take time to attend conferences and workshops so that they can stay on top of developments in education and technology and remain professionally "refreshed." Hefferan has worked to develop a "fabulous team." Members of this team model cooperative learning among themselves on a daily basis, which helps teachers learn how to do it in their individual rooms. The strength of Hefferan's vision and the school's commitment to professionalism have helped attract just the right teachers to fit special needs and programs, such as a new science lab.

Meanwhile, the school benefits from a large and very stable core of actively involved parents and a Hefferan Alumni Association that plays a crucial role in the school's ability to deliver a wide and varied program of extracurricular activities. Parents and members of the association also tutor children both before and after school. Neighbors volunteer in teaching or helping out with "whatever needs doing." The school is consciously building a broad network of community support.

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*This profile is based on a longer article, originally prepared by Susan Klonsky of NCREL, which was supported by the MacArthur Foundation.

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Issues and Agenda

In general, teachers need time for staff/professional development, especially to learn about new initiatives and new technologies. The issues to address are the following:

- Common inservice days for multiple school districts for sharing and collaboration on activities
- Common high school scheduling (daily times and yearly calendars) for purposes of distance education
- Time for teacher creativity
- Time for teacher curriculum revision
- Time for teacher committee work

Actions

- The state has considered lengthening the school year beyond the current 180 days.
- Intermediates have scheduled up to two common inservice days per year.
- Schools have added minutes to each school day to enable monthly early release days; students are released early to give teachers an afternoon for teacher preparation, curriculum work, or training.
- Grant monies for inservice training have paid for teacher substitutes to allow teacher release and work time.
- Grant monies for inservice training have paid for teacher stipends for summer work (teacher special projects, curriculum work, or training).

Policy Needs

- Structure opportunities for educators to interact and learn from one another outside of the classroom.
- Realize that teachers need more time to be creative.
- Prioritize budgeting to reflect this philosophy.

Editor's Note: *The following personal commentaries were solicited after reviewing the "Profiles" of local school district programs for professional development time. The teacher's experiences with his school program highlight his visions of what may be possible in the future with such initiatives and describe the benefits of partnerships. The student's personal experiences demonstrate the benefits to students as well as teachers when both groups are involved in positive innovation in their school.*

Guest Commentary

School Time at East High School

by John Robert Kasting, Science Department Chairman, Columbus, Indiana

"We're all in our places with bright, shiny faces." The traditional song with its implications for the function of school time is being called into question—and for good reason. High-tech equipment and emerging visions of the use of school time are initiating a shift in the way that school time is allocated between 8 a.m. and 3 p.m. Students, teachers, administrators, paraprofessionals, and support personnel are using time in different ways.

East High School in Columbus, Indiana, is continuing its 20-year history of carving up school time in creative ways to educate children more effectively. Students at East High School spend their time in a variety of ways in a number of different settings. They use their minutes in small group discussion rooms designed for 20 people; in large group discussion rooms designed for 50 to 250 people; in open labs studying science, art, or physical education; and in the library. On the resource floor (which is 550 feet long) teachers in science, mathematics, English, foreign languages, business, and social studies are available every minute of the day for one-on-one conferences with students. Students move from one area to another without restriction.

East High School's schedule follows a two-day cycle. Students meet on Day 1 for large group instruction and on Day 2 for small group instruction. The Day 1/Day 2 cycle ignores weekends and vacation days. This system buys time for teacher planning, lab supervision, and use of the resource center. Without the large groups, teachers always would be in a setting in which the teacher-to-student ratio was 1-to-25.

Team planning time is not a luxury—it is integral and essential to our program, because teachers make team presentations to large groups and coteach classes in which special education students are included with the general education classes. The special expertise of each teacher is used in planning and presenting each lesson. The coteachers work with the class as a team. They actively work with the class at all times, giving lectures, conducting a laboratory, leading class discussion, and so forth.

The science lab is one large room where physics, chemistry, and biology students all work at the same time doing experiments. This lab is open all day, so that students can return to finish a lab or do an extension activity when they choose.

When the East Modular Program was initiated in 1972, staff development time gave each teacher the opportunity to gain knowledge and a close working relationship with all of the other teachers, administrators, and special service professionals in the building. The teachers gained common experience and knowledge of current research and best practice, which helped produce a common, collegial vision of East High School. However, staff development did not continue at this level, resulting in a reduction in the common vision and collegial interaction.

Today, this intensity and team spirit is rebuilding with the Modern Red School House project (a New American Schools Development Corporation [NASDC] school) directed by the Hudson Institute in Indianapolis, Indiana. Funds to build-in staff development, team development of curriculum, and presentation/learning styles will be available this year. Team planning time is embedded into the teachers' day, which comprises nine, 42-minute periods. This time is used to plan and create new curriculum, presentations, labs, and assessment techniques. The team spirit and creativity that comes from these team meetings is most significant in maintaining a vibrant, appropriate learning program for our students.

Team planning time is not a luxury—it is integral and essential to our program, because teachers make team presentations to large groups and co-teach classes in which special education students are included with the general education classes.

Many of East's teachers participated in a nine-day summer workshop in July 1994. They spent the first four days under the direction of expert subject area consultants, who updated teachers on recent education research and best practice. During the remaining five days, teachers worked in their departments with the consultants writing Hudson Units to be piloted during the 1994-95 school year. A Hudson Unit is a complete teaching/learning plan for 10 to 15 school days, with an expectation of some interdisciplinary work. More Hudson Units will be written during the next three years, and the project will provide time to the teachers for team planning, creating, and writing. East High School has hired a full-time Modern Red School House coordinator who will do mentoring, modeling, coaching, and consulting with teachers one-on-one and in teams to infuse education research, best practice, and specific Modern Red School House initiatives into team planning sessions and into the classroom. The East Science Department also completed a 30-hour inservice curriculum-writing session in August 1994 to polish the Hudson Units and begin to set up specific materials for labs, lectures, and small-group activities.

My vision for school time and East High School includes the following:

- Computing power and speed have increased and policy restrictions have decreased so that school time is appropriately carved out on a daily or weekly "needs schedule." Learning standards are coded to assessment tools and results are put into a database so that the scheduling program selects groups of students based on their needs and teacher plans. The scheduling process gives a "real-time" response to the students' growth and progress needs.
- A variety of school personnel provide service to students, receive different compensation, and provide different skill-level services; consequently, time for teachers to lead and participate in professional development is built into the school week and year.
- Teachers prepare and share lesson plans through electronic communication with other schools, and student progress relative to local, state, and Hudson learning standards is tracked in real time.
- Both students and teachers use information retrieval and processing.
- Inertia in school systems has diminished so that making continual, incremental progress does not feel like "swimming in molasses."
- Telephones in every classroom are used creatively to capture "teachable moments." When a discussion reaches the point where outside information is needed, a call to local, state, national, or global contacts provides the class with real-time information exchange via a speaker phone.

Guest Commentary

A Student's Point of View: Professional Development Schools

by Jessica Strohschein, Brandon High School, Ortonville, Michigan

On a typical Wednesday, Brandon High School is filled with students and staff who are refreshed, alert, and ready to do what they have to do. Why is Wednesday so special? Wednesdays are special at Brandon because they are PDS days. And what does PDS stand for? Well, it's not what PDS stands for that matters—it's what PDS is.

PDS means Professional Development Schools, a program that started a few years ago with the simple goal of making our schools better places. It is based on the idea that two heads (or, in this case, many heads) are better than one. Brandon High School, Oxford High School, and Oakland University are the cornerstones of the Professional Development Schools system. Members from each school meet with each other and express common problems that educators and administrators often have, and they also share any solutions to those problems. This system allows time to get together and discuss problems and come up with solutions.

Which is where Wednesdays come in. Every Wednesday morning, teachers and administrators meet and talk about issues of concern and plan activities and meetings with members from other schools. Even students can get involved. For instance, this year the Student Councils of Brandon and Oxford planned a few dates on which Brandon Student Council members and their supervisors traveled to Oxford High School and shared concerns and ideas. They even planned a PDS dance that was held at Oxford High School.

The PDS program also allows time for students to do what they like best: sleep in! Students also may choose to spend their time in other ways. Brandon's branch of the National Honor Society held tutoring sessions where struggling students could come and get the help they needed, at no cost. The National Honor Society also volunteered some of this time to the younger grades by assisting in reading, Spanish, history, and other elementary school classes. The Student Council used this time to hold Wednesday morning meetings every other week. Some students chose to use this time to make up tests or quizzes, come in and work on art or computer projects, or participate in special classes such as French 3.

Another great use of the time allowed by the PDS program was to spend time on the North Central Accreditation (NCA) process. First, the NCA Steering Committee was able to schedule meetings every other Wednesday morning. The meeting time also permitted students to become involved in the NCA process and give a different viewpoint to certain issues. Second, the Steering Committee Chairpersons were allowed one Wednesday a month for discussion and brainstorming sessions with Brandon faculty. These sessions made the staff feel more involved in the accreditation process and helped the steering committee immensely.

This school year, several Brandon students will have the opportunity to take advantage of PDS. A few honors classes, such as Economics and Advanced History, will be offered by video hook-up with Oxford High School. These students will not only be able to experience a new technology, but they will be able to take an advanced educational challenge that, without PDS, would not be possible.

Yes, the Professional Development Schools program is a wonderful thing that provides many people with great opportunities. It is safe to say that because of PDS, students and staff are refreshed and ready to go not only on Wednesdays, but on every day of the week.

Grass Lake Community Schools, Grass Lake, Michigan

This small community extended each school day in order to gain two hours of *COMMON PLANNING* time, which they use each Wednesday morning prior to late student arrival.

Efforts by Grass Lake Community Schools to improve their educational programs include a professional development program, COMMON PLANNING, that has brought school restructuring to the forefront in the community. This endeavor began at a districtwide inservice in October 1992. Here, a brainstorming process concluded that teachers and administrators needed more time together to accomplish long-range planning, accommodate state mandates, and achieve other common goals. A committee was formed to investigate options for common planning time for staff. Throughout the 1992-93 school year, the Scheduling Committee met and explored many possibilities, keeping the Board of Education informed throughout the process. The staff had to reach consensus on the ground rules for the COMMON PLANNING program before voting on whether to submit the proposal to the Board of Education. This process took a long time, but in the end, after community forums were held, and a parent task force was created, the Board approved the program.

In September 1993, the pilot program of COMMON PLANNING began. The journey into school reform took a more rapid pace and elicited more comprehensive staff involvement than was expected. Dena Dardzinski, the superintendent, stated, "We have moved beyond the conventional 'school improvement' mode toward the significant restructuring of our school system." After the initiation of COMMON PLANNING, monthly updates were given to the Board and formalized reports were made in January and May 1994. In May 1994, the staff requested and the Board approved an extension of COMMON PLANNING.

Underlying the program is the belief that modernizing teaching methods and fully coordinating the educational program require that the full faculty be brought together on a regular and consistent basis for study and planning. A portion of each week is devoted to planning and improvement—the "quality team" approach to making the business of education even more effective for the children. The program enables the full faculty to meet each Wednesday morning to work on curriculum coordination and more modern teaching methods.

The process involves a strict set of guidelines and ground rules, developed by the staff, that govern how the time may be used. The teachers arrive at work at 7:40 a.m. on Wednesdays and meet for two hours—sometimes as full faculty, but often in grade-level or departmental teams. A planning committee of six teachers and two administrators coordinates the schedule of meetings and activities. Groups working on a special project can request additional time from the planning committee. Every staff member must participate on at least one committee, attendance is required at grade-level and/or departmental meetings, and timeliness is required for all meetings. The COMMON PLANNING sessions also have a standardized evaluation form.

Each Wednesday, students begin their school day at 9:45 a.m. Buses pick up students on their regular routes, but on a delayed schedule (two hours later than on other weekdays). All classes meet, but for a shorter period of time. The school day has been extended for secondary students by ten minutes in the morning and ten minutes in the afternoon each day of the week (except Wednesday morning) in order to meet state and North Central Association requirements; in all, secondary students lose only 25 minutes of classroom time per week. Contact time for elementary students still exceeds state and North Central recommendations→

by nearly 200 minutes a year. The district is concerned about the *quantity* of classroom time that students receive each week, and also about the *quality* of education that they receive at each grade level.

Many students benefit from two extra hours each Wednesday morning (to study, to arrange medical appointments, or even to get additional rest for the remainder of the week). The district realizes that the program may create child care problems. With the district's encouragement, parents are involved in providing input and advice on how to solve these problems. The district newsletter informs parents and the community about COMMON PLANNING, offering suggestions for Wednesday morning activities for students and sharing information on parents who need assistance with child care on Wednesdays and on parents who are available to help.

While the program is still very new, it already has shown many advantages, according to Superintendent Dardzinski:

"The degree of professional dialogue and the growth of sharing, appreciation for colleagues' efforts, and a better understanding of the big picture have been valuable. The deep discussions and the desire to find the best options for our students have been invigorating. . . . It is believed that with the necessary adaptations, the staff and community will see some exciting consequences from the . . . program. . . . We are committed, one way or another, to change our educational environment to become more aligned with the future.

It has been a very exciting—at times frustrating—and very beneficial endeavor. COMMON PLANNING has created a renewed interest in teaching for many staff members. More important, it has elevated the level of our professional conversations. We have become more focused and have witnessed a tremendous growth of our efforts for true systemic reform."

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